Childhood Education

Toward Maturity: A Mid-century Challenge

We Grow in Understanding Others

DECEMBER 1950

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Childhood Education

For Those Concerned with Children

To Stimulate Thinking Rather Than Advocate Fixed Practice

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Next Month—

"Toward Maturity: We Develop Discipline for Freedom" is January's theme. The issue has been planned by a committee of St. Louis teachers, Alberta Meyer, chairman.

Children and adults exchange ideas on "What Do We Mean by Discipline?" and ". . . by Freedom?" — discussions edited by Elaine Debus and Alberta Meyer. Laura Zirbes shows how research is contributing to an understanding of discipline for freedom.

Mary and Lawrence K. Frank write on "Awards and Punishments." Five authors contribute to a symposium dealing with helping children to become "self-starters."

A teachers role in setting up climates for self discipline is the topic of Celia Burns Stendler.

News and reviews keep you up to date.

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

REPRINTS — Orders for reprints (no less than 50) from this issue must be received by the Graphic Arts Press, 914 20th Street, N. W., Washington 6, D. C., by the fifteenth of the month.

The Christmas Story

We are indebted to Wilma F. Hollender of Milwaukee, Wisconsin, for all the drawings in this issue.

To Understand Others

WHY DO WE WANT TO UNDERSTAND *others?*

What do we mean when we talk about understanding others?

How can we achieve this understanding of others?

We want to understand others so that we may realize a higher quality of living. This requires an achievement in human relations hitherto unknown. The confusions, apprehensions, and unhappiness of large numbers of people, young and old, attest to this need for improved human relations. It is through associations with human beings that each individual develops a picture of himself. He learns to think himself as worthy, as being someone who can do things, as someone liked by others. He learns from others ways of extending and receiving affection, friendliness, respect.

A person may learn the opposite from his association with others; that is, he learns he is not worthy because he is not valued. He learns that he cannot do things. He does not receive affection, friendliness, or respect; therefore cannot extend it. It is the quality of human relations experienced that contributes most to the making of these important differences in people.

An individual tends to act toward others as they act toward him. A simple illustration: the Safety Patrol reported that the eighth grade was giving them all kinds of trouble. The patrol members were being teased in several obnoxious ways, and some had even been quite badly manhandled. When the guilty persons were rounded up and asked for an explanation, they said, "That's the way the eighth grade treated us last year. We decided then that when we got in the eighth grade, we would fix the Patrol."

"How did you feel when you were the Safety Patrol and things like this happened to you?" they were asked.

"We didn't like it. It was awful. That's why we beat up this year's patrol. We'll give them what we got."

One morning Dave, a six-year-old, entered the first grade jubilantly and said, "Boy, am I happy! Do I feel good!" When pressed for the reason, he explained, "My sister is in trouble and I am glad. She pushes me into trouble and now she is getting it." We do not know what he meant by trouble, but we do know that this boy is the least favored in his family, which tells something of the quality of his home life. Will Dave always be glad when others are in trouble?

What do we mean by understanding others? To reply succinctly, it means putting ourselves in the shoes of the other person. It means feeling as he must feel. It means knowing something of how he got that way, what he wants, and why he wants it.

To state the same thing more formally, it means that we act on certain operational concepts: We have learned that behavior is caused; that it is purposeful; that the motivation may or may not be known by the person concerned; that all people have basic needs which they strive to satisfy; that the means of satisfying these basic needs may not be socially acceptable but they are the only ways the individual, with his present experiences and attitudes can exercise. He will have to have additional experiences with people acting differently toward him, and

perhaps, take a different role himself before he can change his way of behaving and feel differently about things.

How can we achieve the understanding of others implied in these operational concepts? How may we learn to put ourselves in the shoes of the other fellow so that we may feel as he feels and thus truly "do unto others as we would that they do unto us"? The articles in this issue of CHILDHOOD EDUCATION are largely devoted to obtaining answers to these questions.

ONE ARTICLE URGES US TO HAVE COURage to make and carry through an informed plan of action in harmony with our beliefs about and knowledge of children and the kind of world we want. Another analyzes situations and techniques useful in promoting understanding of ourselves and others. Still others present descriptions of school and classroom situations, accompanied by an analysis of the teacher guidance and teacher-pupil learnings that took place. It should be noted that free interaction with its face to face communication played a large role in the success of these opportunities to acquire understandings of one another.—MARIE M. HUGHES, *principal, William M. Stewart School, associate professor of education, University of Utah, Salt Lake City; special planning editor for this issue of* CHILDHOOD EDUCATION.

FIVE-YEAR-OLD DON HAS A NEW BABY SISTER. THOUGH DON LIKES TO build with blocks and play with trains and trucks, now he goes first to the doll center. He usually is the first one there. Each morning he relives some of the happenings at home. He goes through the same routine of changing the baby's clothes, feeding her, and putting her to bed. Then he sets the table, fixes lunch, and sits down to eat. Immediately afterward he becomes Don again and dashes off to play with a group of boys.

One day when he had carefully tended the baby, had put her to bed and was busy setting the table, Anne came over and started to take up the baby. Don exclaimed, "For gracious sake, don't wake her up. Let's have a peaceful meal for once."—MAMIE HEINZ, *associate secretary*, ACEI.

By WINIFRED E. BAIN

MAGIC IN EDUCATION

Winifred E. Bain, president, Wheelock College, Boston, presents here a delightful blend of whimsey, humor, good sense, and deep appreciation of teacher goals. The fusing produces a magic that will work in any school where it is faithfully tried.

I HAVE LONG BEEN AN ADVOCATE OF magic and now am at the point of recommending it for the schools. I do not mean conjuring, which I have never tried and about which I am completely ignorant. But such things as wishing on the moon, putting a four-leaf clover in your shoe, and hanging a horseshoe over the door have worked well for me. I believe in walking around the block to avoid a black cat that might otherwise cross your path and going around, not under, ladders. I've found it helps to go in one door and out another if I want to come again or retrace my steps if I'm bent on quitting a place for good.

Most people I know practice magic whether they say they believe in it or not. Some just wish but never find the four-leaf clover or the horseshoe and fail to see the moon until it is full or at least in second quarter. Some just blast the black cat or the man who put the ladder across their path. Some bumble in and out taking no account of which doors they use for coming and going.

Courage Works Magic

You have to understand magic to be able to work it. The first and most important thing is to have a wish. As the song goes, "If you don't have a dream, how're you going to have a dream come true?"—your dreams of life, of immortality, of beauty, of peace, good will, of prosperity, of full stomachs, of health, of home and family. Such big things are important dreams, and all the little immediate wishes like having a good time at a picnic, buying a dress, helping someone else to have a Merry Christmas are important too; they help you understand the big dreams and make them seem real and possible.

Then to make magic work you have to do something. You need to find the charm, of course, but more than that, you have to do something about working it even after the clover is in your shoe or the horseshoe over the door. Some people say this isn't magic if you have to work out your wish yourself, but it is, for the charm gives you courage to guess about what to do, to form your plan for getting your wish when often there seems to be no other certainty than your own courage that your plan is even worth trying. Often, when puzzled, it doesn't matter which choice you make between two perplexing desires so long as you know in the larger sense what you want, decide on a course, and have the confidence and courage to do something to make it work.

When you are trying to make your course of action succeed is the time to avoid the black cats and ladders. The thing to do is to get the best information you can to illuminate your way: the knowledge of foods that make for health, the priciples of color, perspective, and balance that make for beauty, the lessons of history that show the way to peace, the ways of prejudice that uncover and heal resentments toward races and people. But do something about your wishes and

dreams in the light of the best available truth and don't be routed by the black cat of ignorance or crushed by the ladder of false propaganda or futile discouragement.

Don't Blame the Black Cat

After you have acted as well as you know, test the result, and, bless you, your wish has been granted, your dream has come true. Or maybe it hasn't. If not, the thing to do is find another four-leaf clover or hang up another horseshoe or even get a rabbit's foot to bolster your courage, renew your confidence and encourage you to try again. Make a different dream or keep the old one. The Wright brothers cracked up their first flying machine. But don't waste time blaming the black cat, and don't lose faith in magic. You can work it in time with the right combinations.

The greatest trouble is that although the preceding suggestions present the best known formula for making magic work, it has to be applied differently by different people. There are three reasons for this. Each person is made different from every other to begin with. And each person becomes the product of his interaction with his environment. Because of the subtlety of this interaction, each person's active environment is different from that of any other. With all these variables in human beings and in human living, it stands to reason that you can't just say "hocus pocus" and have magic work the same way for everybody even though it operates by the same general rules. And it is avowedly difficult for each person to find and use magic in his own life. But at the same time the combination of magic working in many people affords infinite possibilities for achievement and unfailing excitement, interest, and challenge.

Race With Catastrophe

Shall we introduce magic in the schools? I say, yes! Not that I think it will make things easier, but rather that it is needed and will be effective. The oft repeated statement that civilization is a race between education and catastrophe has resulted in considerable betting on catastrophe. This is due to the slow pace of education. And likewise because of the slow pace, I would argue for the introduction of magic to serve as a quickening agent.

The important thing to start with is a dream of the kind of civilization we want. We have surpassed the most fantastic dreams of the common man in technical inventions and material production. And now the dream of the educator of a world where there is respect for human dignity, an exemplification of the belief in the brotherhood of man and the development of well-directed individual freedom needs the magic touch to make it come true.

Some things in traditional schools must give way to magic if education is to win in the race with catastrophe.

There is the tendency toward uniformity in norms and standards of achievement, when all people are different and the melding of variety and individuality could really be the spice of life.

There is the tendency toward conformity to one set pattern of behavior and the teaching of one set body of subject matter. One of the greatest threats to the democratic way of life today lies in the trend of pressure groups toward conformity to a dictated pattern of living that denies individual freedom for initiative and leads to suspicion, spying,

d punishment for normal human behavior.

There is the fear of freedom. It isn't important that children be right or wrong. In fact they have a right to be wrong while they are experimenting with ways of reaching their goals. The important thing is that they have their dreams and wishes and that they widen their scope of understanding of personal and social implications of their desires. The important thing is that they seek their goals by finding the truth that will achieve them. In a very real sense it is truth that sets men free. And truth should be the content of their lessons not only in the standard course or textbook but in all the activities of children's busy days. There is nothing to fear in this kind of freedom.

There is the tendency to shame children to make them good, to make them try harder. Despite the good intentions motivating such punishment, the usual outcome is resentment, fear, or subterfuge. If we can help them try out their own way and test the outcomes against the dream of their purposes, the result will bring its own reward or punishment. The magic lies in helping each child to dream a good dream and putting the four-leaf clover of courage and hope in his shoe.

There is the lack of vision, imagination, and sense of humor. The important thing for all of us in education is that we see the way of life we want with all the clarity we can summon, that we use the magic that is all around us in individual people and varied conditions of environment, that we find the truth that is significant to making our dream of a better world come true, that we constantly test the worth of our purposes and the ways we are using to achieve them. And it is important too that we keep good tempered about the process, or the magic won't work. You have to have a sense of humor, for instance, or you will be completely misled or utterly befuddled by this article.

Magic won't make the work of education lighter. It's difficult to get it to work, especially when you are behind in the production schedule. But magic will speed up the process, and there is a warm glow of satisfaction when hopes are realized and dreams come true. For one who believes, as I do, that democratic education is the hope of the world, it's worth trying. Good luck to you.

By IDA STEWART BROWN

How We Act In Groups

Robert and Phyllis seem to have all the ideas, while Peter and Florence sit placidly and mumble agreement. Such are the group roles played by these four children. Ida Stewart Brown, assistant dean of students, University of Utah, Salt Lake City, shows us how such blocks to effective group action may be reshaped to meet the needs of children working.

A RECENT EXPERIMENT IN GROUP DEvelopment training in a university revealed that one of the most stimulating and useful concepts learned by the students was an understanding of their roles as members of a group. These college students were quite unused to thinking of their group behavior in terms of specific roles played. In fact, as the course progressed many recognized that their group behavior had been stereotyped.

Some slowly and painfully realized that they had been dominators throughout their lives; others realized that they had acted almost entirely as critics, and had felt no responsibility toward initiating action. One college senior faced the fact that he had been a destructive force in every group with which he had worked since grade-school days. A prominent woman student leader came to recognize that she had always felt adequate in groups where she was the leader, but had refused to take any active part when she did not hold this role.

The consensus of the training group was that understanding of more complex theories about group process depended upon a grasp of the importance of membership responsibility. The students felt that the membership role in group life should be stressed because through it the responsibility for group growth is placed in the hands of all members, and traditional dependence on the leader is decreased. One student wrote in his evaluation, "Every college student should have the opportunity to study the group process as we have done. The training should be especially valuable to candidates in education who are in a position to do so much for their students in developing group skills."

Thinking About Process

The modern teacher constantly uses group work in her teaching because she believes that children learn to work with others only if they have repeated experiences in practical situations. Probably the one concept that has been given the most emphasis as a result of the researches in group dynamics is that in addition to group experiences people need to develop an awareness of the *process* by which groups work toward their objectives.

The elementary teacher who is concerned with the apparent inability of her class members to work together successfully in committees and who ponders over ways of helping the children do better is working in the realm of *process*. This is not new; good teachers have done it always. When the teacher accepts the responsibility for helping her *students* become aware of process—self-consciously aware of how the group is functioning and of the part each child plays—she is taking a bold and important step toward building a stronger democracy. College students found the study

of membership roles provocative and fruitful. It is altogether probable that children will be similarly intrigued by the study of the roles they play in their groups.

In thinking through a project of this type, the teacher's intimate knowledge of the behavior patterns of her individual students will guide her in selecting roles to be developed with her class. For instance, Jerry is very prone to do and say the things he believes will please the teacher. He usually asks whether what he or any of the other children want to do is all right with her.

Nancy is always first with a suggestion, makes thoughtful comments, and is able to verbalize her ideas successfully. Robert and Phyllis can also be counted upon to come forth quickly with suggestions that are helpful. But the teacher wonders whether these three, in their advanced maturity, are keeping the others from making suggestions.

Then there is Paul, who cannot seem to make a suggestion, but who always manages to belittle the ideas of others. What is his place in the group? What about Frank and Oliver who continually carry on private conversations on matters outside the consideration of the group?

The teacher is more than a little worried about Peter, Florence, and Gene, who never become wholeheartedly involved in class projects. Gene has not said much this year except, "I don't care," or, "It's all right with me." And there are still others who just seem to agree with what any one else in the class suggests.

Here are the children: the roles they live in their daily lives are the roles they usually take in group activities. How can the teacher help them to understand that their groups will be better if each member is able to evaluate his own role in terms of what the group needs? Pointing up undesirable roles by referring to the behavior of certain children will probably be interpreted as criticism or ridicule which, of course, is to be avoided. What, then, can be done to encourage the children to learn to function in a number of different roles? Specifically, how can Jerry be made to see that his *approval-seeking* role is not always helpful? Is there a way to keep Nancy, Robert, and Phyllis from always being the *suggestion-makers* and to encourage other students to have ideas?

Seeing Roles Objectively

The technique of role-playing or socio-drama lends itself very well to the introduction of roles as *methods of behaving* quite unrelated to specific children. A very important first step in the project is that of acquainting children with a role by seeing it dramatized and then assigning their own descriptive title to the behavior. The teacher will need to assume responsibility in the beginning stages for structuring the learning situations.

The descriptions of children reported here served as a starting point for one fourth-grade teacher. In her words, the roles were "the idea-initiator," "the approval-seeker," "the follower," "the disrupter," "the agree-er," and "the heckler." When she chose her demonstration group, she was careful to select children whose ordinary behavior was not noticeably typical of any of the roles she asked the children to portray. She stressed the fact that the children were acting and must do

exactly what the characterization called for regardless of their natural inclinations.[1] Together, the six children of the demonstration group decided on a make-believe problem situation. Each child was given a number and was helped by the teacher and the other actors to develop his fictitious personality. When all the children understood what they were to do, and were sure that they would not get out of character, they were ready for the performance.

Meanwhile, the teacher had prepared the other students for their part of the experiment. The children counted off from one to six in order that each would have a number corresponding to one of those assigned to the demonstration group members. They were instructed to watch carefully the actor who had the same number as theirs, and to try to remember everything he did during the scene. The class members were cautioned to remember that the children in the dramatization were acting and were not being themselves. They were asked to forget who the children *were* and to watch what they *did*. The teacher announced that the players would pretend to plan a field trip, and the socio-drama began:

No. 1: We're supposed to decide where we should go on a field trip, and I suggest that we go to the telephone company.

No. 6: Yes, let's do.

No. 2: Oh! who cares about telephones? You girls just gab and gab.

No. 3: Let's ask Miss Martin where she thinks we should go.

No. 2: Why d'ya always have to ask the teacher?

(No. 4 whispers aside to No. 5)

No. 1: Well, then, let's go to the fire department. Boys should like that better!

No. 6: That's a good idea.

(No. 4 whispers to No. 5 and they giggle.)

No. 3: I think Miss Martin wants us to go to the fire department.

No. 2: I've got the best idea. Let's go to a movie!

(All talk at once)

No. 3: Miss Martin can't take us to a show on school time.

No. 1: We've got to decide on something before our time is up.

No. 6: Let's get busy.

(No. 4 and No. 5 whisper)

After each child had made several "in-role" comments the teacher concluded the scene, and the class proceeded to analyze the roles. The students who had been observing No. 1, were asked to come forward and each one reported on what No. 1 did in the meeting. Their reports went something like, "Number one suggested that they go to the telephone company, and that they go to the fire department, and that they get to work." The teacher then asked the children, "What would we call a person who acted this way in a group?" The children agreed that such a person might be called a *suggester* or a *suggestion-maker* and the term was written on the blackboard.

The other roles were analyzed in the same manner until finally all six had been discussed and appropriate titles listed. Following this, the children decided which roles helped to get the job done, and which did not. From such a simple beginning the teacher can establish the concept that certain roles are helpful to the group and that others are disruptive. A chart listing the roles already demonstrated will be helpful in developing additional concepts at a later date. It will serve as a reminder and encourage the children to analyze their own behavior in the groups to which they belong. Tape or wire recordings will also be valuable in reviewing what occurred during the dramatization.

[1] The writer is indebted to Geneve Walton, fourth-grade teacher in the West Covina, Los Angeles County, School District who served as consultant in the preparation of this article.

Discovering New Roles

As the children mature and gain skill in recognizing and taking different roles, it will be desirable to introduce other roles that are necessary to group productivity. The teacher interested in enlarging the list to include other less obvious, but equally important, activities necessary to effective group functioning may receive valuable help from the classifications prepared by Benne and Sheats[2] based on research undertaken at the First National Training Laboratory in Group Development.

Some of these which appear feasible for use with young people are, the idea-initiator, the information-seeker, the information-giver, the opinion-giver, the encourager, the follower, the recorder, and the compromiser. The ingenious teacher who embarks on a continuous training program of this sort will find numerous opportunities for modifying, expanding, and creating learning situations which will be helpful for her students in terms of their own unique development.

When the teacher feels that her pupils have an adequate understanding of the concept of membership roles, she may continue with the valuable next step of role flexibility. The six roles described above can be the basis for another project. All children in the class can practice one of the six roles in small groups as a class activity. Then all number ones can be brought together in one group for demonstration. If all of these are suggestion-makers, the children can easily see that—even though this role is ordinarily constructive—a lack of variety retards progress.

A possible next step would be to plan groups for demonstration that were ineffective because they lacked one role, such as the fact-checker. The children may be planning a field trip very effectively except that no one in the group thinks to ask the teacher how much time has been allotted for the trip. Another episode could point out how the role of tension-releaser (the wise guy) is important to a group sometimes, when everyone needs a good laugh. The role of encourager can be made meaningful to the children by the simple device of having the children refuse to recognize the worth of the suggestions of anyone else. If every contribution is passed up or ignored, the children will begin to understand how important "feelings" are to good group functioning.

Socio-drama has been used widely by teachers to develop feelings of empathy in their children. Situations similar to those described above may carry this additional benefit if the teacher wishes to capitalize on a situation already set up. She may say, during the analysis of the role-playing scenes, "How do you think number three felt when number four told him his suggestion was corny? Do you think he will be as ready to share his ideas next time?" or "How did numbers four and five feel at the end of the meeting knowing they hadn't helped the group?" All children can be helped to realize that we defeat ourselves unless we consider the feelings of the people with whom we are working as well as the job to be done.

Leadership in Democratic Groups

A consideration of the role of the leader has been purposely omitted from the foregoing discussion because of the complexity of the concept. In their very early experience, children are introduced to the idea of leadership through the use of chairmen or presidents in their classrooms and clubs. They will expect

[2] "Functional Roles of Group Members." By Kenneth Benne and Paul Sheats, Journal of Social Issues. Vol. IV, No. 2, 1948.

any committee with which they are associated to have someone designated as leader. Teachers quickly recognize the strong personalities in their classes and, unless they resist temptation, will place these children in the designated leader positions.

This practice may be an injustice to the children from two standpoints. First, these specially endowed children may establish habits of domination that will be very difficult to break later in their lives, and, second, the non-leader children may come to resent them because of this special privilege bestowed by the teacher.

It may be helpful for the teacher to think of leadership as having two aspects: first, the designated leader as a *person* endowed with a title; and, second, leadership as a *function of the group* that must be accomplished if the group is to be productive. The distinction between the traditional and the democratic leader is a very real and crucial one. The traditional leader thinks of himself as the person who has the responsibility to perform the leadership function. The democratic leader thinks of himself as an agent helping to create the kind of atmosphere that will encourage all members to share in the leadership function. All of the constructive roles students may identify and learn to use can be thought of as part of the leadership function.

The designated leader should think of himself as a member of the group and feel free to make suggestions, mediate, evaluate, arbitrate, or compromise; in fact, he should be able to take any membership role called for in the group. By the same token, all members should become skilled in creating a friendly atmosphere, encouraging others to participate, ferreting out facts, planning action, and all the other functions traditionally held by the leader.

The success of the democratic leader is indicated by the extent to which other members assume their group responsibilities. With this interpretation of leadership, the teacher will have more incentive to give all students a chance to practice as designated leader, both in projects especially designed for learning group skills, and in the committee work she uses in regular class activities.

Probably no position in the educational profession is more demanding than that of the elementary teacher. Her daily "routine" requires a grasp of an incredible number of divergent facts and skills, such as the ability to encompass and to utilize the unpredictable curiosity and creativity of her young charges, and the capacity for recognizing and appreciating the very real problems of youth.

The task involved in developing children's awareness of the social roles they play appears to be an additional responsibility in an already full schedule. However, the potential benefits in terms of more effective functioning of both individuals and their groups make the experiment a worthwhile expenditure of time and effort.

By FANNIE R. SHAFTEL

Learning To Feel *With Others*

Understanding another child's point of view is a complex and difficult phase of learning which youngsters acquire very gradually. Fannie R. Shaftel, assistant professor, Stanford University, California, describes the teachers' part in helping children to grow in their feeling for others, emphasizing particularly the place of role-playing experiences in this kind of learning.

WE TEACHERS HAVE A DEEP FAITH IN humanity. We believe with all our hearts that human beings have a capacity for compassion which enables each of us to identify himself with other people and to band together with them in common concern for an ever better way of life.

We believe that teachers, working together with parents, can help shape the personalities of children into increasingly more democratic forms. Because of this faith in the human capacity for feeling with others, we are constantly seeking ways to help children to develop sympathy for and appreciation of other people.

How does a child come to identify himself with other human beings? How does he grow beyond that engrossing preoccupation with his own drives and impulses, so characteristic of childhood, to a fine sensitivity for how the other fellow feels?

The youngster, coming to school for the first time, leaves a home in which, usually, he has been the center of the universe. At school, however, he finds himself one of twenty-five or thirty (or more) other children who also have been the centers of their own little universes.

Learning to live with others, to share materials, to take turns, is a trying experience for those egocentric five-year-olds. When Terry crosses the kindergarten room and takes a toy truck away from Jimmy, he does not do it to annoy the other child, but because in his preoccupation with his own desires he acts to satisfy himself, completely oblivious to how his actions will affect Jimmy. When Jimmy retaliates by hitting Terry on the head, Terry cries with pain—but is still determined to get the truck. That Jimmy is emotionally upset does not usually concern Terry.

Soon Terry will learn that you cannot take a toy away from another child without getting into difficulty, but it will be some time before he voluntarily restrains himself in some act *because he does not want to hurt or deprive another child*. The capacity for identifying oneself with others, of feeling their pains, joys, and anxieties with them, is a sensitivity that develops slowly, in later childhood.

The Tangle of Personal Problems

There are several facets to the problem of helping children to feel with others. Most basic, perhaps, is the fact that no individual is able to concern himself with the feelings of others if he is enmeshed in a tangle of unsolved personal problems. The child who feels rejected by his teacher, the child who is fighting for a place in a play group, the child who feels inadequate in sports, is so engrossed with his own unmet needs that he is likely to be utterly unaware of what is happening to those around him.

Moreover, it is difficult for children to understand, let alone identify themselves, with situations which they themselves have not experienced, at least in part.

If we wish to work seriously with the feelings of children, we must concern ourselves more than ever before with the life situations of children *which are important to them.* Traditionally, the school has set up certain learning situations to which we expect pupils to respond. And youngsters have learned to put on a cloak of school behavior that fits the demands of teachers.

But children live through many of their most crucial situations outside the classroom—on the sand lot, the playground, the neighborhood street, and in the home. It is in these life-situations that many tensions are built up and conflicts resolved to the best of the child's abilities.

Today's youngster is tossed back and forth by the cross currents of the contemporary scene. If his parents are migrant workers, he has the problem of never putting down roots, never belonging to a group. If he is a middle-class child, he is subject to all the anxieties and pressures of his class—such as appropriate clothing, manners, care of property, parental levels of aspiration, and related concerns.

If he is a child of divorce, he may have problems of adjusting to two sets of parents and even two sets of brothers and sisters. Or, he may be presented with one code of behavior at school and find another one operating in his home and neighborhood.

In direct proportion to the complexities and tensions of present-day life, children build anxieties, fears, and angers, which eventually affect their personality structure. Increasingly, teachers are realizing that a vital function of the school is that of helping children to understand their own life-situations and to develop adequate ways of meeting their problems and releasing tensions.

If you are a ten-year-old and smarting under the requirement that you look after a younger brother after school, it helps to know that the other ten-year-olds in your classroom have the same burden.

It *also* helps to explore the reasons why your mother demands this help from you and to begin to understand, under teacher-guidance, what mother's problem is—that mothers need time off, especially in homes in which there are no aunts or grandmothers to help out (generally the case nowadays).

Teachers Are Guides

Boys and girls have learned to hide from adults the way they solve their problems, because parents and teachers both have long followed the procedure of rewarding the right and punishing the wrong. If we are to regain the confidence of children we must prove to them that adults are on their side; that we want to understand and help young people with the problems that absorb them.

We gain this confidence only when we realize that, for the child, behavior in our culture is a trial and error process in which he tries out solutions to his difficulties and, if they work for him, he builds them into his behavior patterns.

If, in this process, lying his way out of trouble seems to work for him, he fastens upon lying as a way of behaving—unless someone helps him to find a more socially acceptable method of solving problems.

Adults who work with children must develop permissive techniques for guiding their behavior. Teachers especially need to abandon the critical approach

o pupil behavior and learn to accept, in . non-condemning manner, the solutions o difficulties which children offer. If ohnny says that he solved his spending noney needs by "borrowing" money out f milk bottles, the teacher would be vise not to exclaim in consternation, "Oh, no, you *didn't,* Johnny!" but to sk, sincerely, "How did that work for ou, Johnny? How did you feel about t?" and gradually to guide him to explore the social and personal consequences of his solution.

"Reality Practiced"

Psychologists have given us some valuable tools from the field of therapy —ways through which children are enabled to project their feelings, to bring them out into the open and explore their meanings.

Socio-drama, or "role-playing," is especially helpful, from the point of view of group work. Role-playing is a form of improvisation in which each of a group of children accepts a role in a problem situation and proceeds to act it out, spontaneously, without rehearsal, as he thinks such a person would really act in the described situation.

Such action is entirely impulsive and unpremeditated. Being so, it reveals the honestly felt drives and motivations of the players as they work through their assumed roles.

While an enactment is in process, other members of the class, acting as observers, identify themselves with the roles and think of what they would do if they were the "father" or "brother" or "friend" in the situation being unfolded.

At the end of the performance (which may last only two or three minutes) everyone discusses the action and the solution offered to the problem, under the guidance of the teacher or a group leader.

The class may decide that the solution was good and state their reasons for the decision. Then again, someone may feel that "a mother wouldn't really act that way" or that there is another possible solution to the problem. Then new actors are chosen and the new proposals for solving the difficulty in human relations are explored *in action.*

Through this "reality practice" children are enabled to try out many solutions to difficulties in getting along with others. With the opposition or support of their age-mates and guidance of the teacher, youngsters can explore the social results of their proposals *without penalty,* without serious or hurtful consequences, because—to repeat—it is all done on a practice level.

In the course of this role-playing and discussion, individual children often share incidents which have happened to a number of them and "let off steam" about the way they felt at the time. Tensions are thereby released. Very often, moreover, by switching roles, *a child can gain sympathetic insight into the motivations for acts which had previously outraged and puzzled him.*

The School of Education at Stanford University has been experimenting for the last three years with the use of role-playing in elementary classrooms. Children are found to make many significant responses to the presentation of life-situations designed around the developmental tasks of later childhood. Out of these responses comes evidence that teachers in the classroom can help children to learn to feel with others.

To illustrate, on a very simple level: a first grade class was upset because someone was eating all the best things out of their lunch boxes. One day, the teacher told a story about a marvelous lunch. The boy who brought it to school

dreamed all morning about how good it would taste to take a bite of this and that. But when, at noon, he opened his box, the good things were all gone! The teacher then invited Tommy (the suspect) to play the role. And from that day on, no more lunches were invaded.

A sixth-grade class was presented with a story about a boy whose mother made increasing demands on his after-school time to look after a younger brother, because she had been made president of her club and was occupied with new responsibilities. Trying to meet his own social obligations at the same time, Steve gets into trouble.

When the teacher asked, "How does Steve feel now?" one boy blurted out, "Imagine he feels like he's stuffed in a bottle with the top on!" Someone else said, "That's not a good mother." But quickly another child said, "But mothers need recreation, too."

Gradually, as the youngsters played out various solutions to this problem situation, the class explored the feelings of every character involved.

In situations involving sibling rivalry or being the new boy who is discriminated against or the one who is punished unjustly, class after class has revealed in both discussion and role-playing how deeply children feel about these matters.

One girl said, "My sister always gets the best because she's older." Others agreed that that happened to them, too. A discussion of specific situations was guided by the teacher involved, to help the children see why adults sometimes seem to favor one child over another.

Perhaps one of the most interesting illustrations of the use of role-playing to help children feel with others was a session working upon an intercultural story. Three friends save the life of a boy who has been thrown from a horse. As a reward the injured boy's father proposes giving the boys two week' stay at a camp—until he discovers that one of the boys is named Sid Goldberg. Then, in embarrassment, he tries to offer Sid a bicycle instead of two weeks at the camp because Jewish boys are excluded from the resort.

Invariably, classes working with this story become preoccupied with methods of getting Sid a chance to go to this camp, too. One class proposes that Sid change his name. The teacher asked, "Do you thing Sid would like to do that?"

A boy said, "Well, I don't think he'd like to. It's his name and he's proud of it."

Discussion went on. The teacher asked, "What is Sid feeling like right now?" The class explored the entire gamut of feelings and attitudes implicit in the situation. At the end of the first session, the children were far from a solution. The next day the teacher asked them if they had had further thoughts on the problem. The following is an excerpt of their discussion:

Susan: Why do people act that way?
Dick: It's not fair. They're prejudiced.
Susan: We don't feel that way; he's just like us.
Dick: We would do it if a Negro came here.
Teacher: Would you?
Susan: At camp one of my best friends was a Negro girl.

With that, they were off. For forty minutes this group explored feelings of discrimination. The teacher asked them if they had ever been excluded from a group. How did it feel?

In one classroom, the teacher and the supervisor, in cooperation with the Child

Guidance Clinic, deliberately chose a story about a boy who was isolated because he was different. In that class was a child who was going through such an experience.

In their discussion, the children recalled times when they had been left out and what it felt like. Proceeding into role-playing, they presented some wonderful socio-dramas, portraying the feelings of the excluded child, and offering constructive solutions. The youngster for whom this was being done was first to participate when the entire class took places "around the campfire." Someone put his arm around this boy. Actually! For the first time. By the end of the session, with some skillful maneuvering on the supervisor's part to give Tommy status for his drawings, there was a subtle but definite change of feeling toward Tommy.

When teachers begin to work with the life-situations that preoccupy children they are struck by the intensity of the emotions which are revealed. And the children, when they find that the adult understands and cares about their troubles, come eagerly and frankly to talk things over. Teachers report that they have found a much closer relationship with their pupils since working with projective techniques.

Children who are helped to explore their own feelings first and then to put themselves into the shoes of others, have given us encouraging evidence that teachers can help youngsters to grow in sensitivity for the feelings of others and that teachers can help children acquire attitudes of sympathy and forebearance toward the people around them.

A SOCIETY OF FREE INDIVIDUALS IN WHICH ALL, THROUGH THEIR OWN work, contribute to the liberation and enrichment of the lives of others, is the only environment in which any individual can really grow normally to his full stature.—JOHN DEWEY.

By A SCHOOL STAFF

WORKING TO UNDERSTAND OTHERS

It is almost impossible to convince a fourth-grader that a boy who doesn't fight back is anything but a sissy. Only skillful direction by a wise and sympathetic adult can bring about the human relationship which will foster understanding between these two youngsters. The careful, patient efforts of a school staff to guide their students toward an understanding of others, including an acceptance of individual differences, are related in this symposium, prepared by teachers of the William M. Stewart School, University of Utah.

WE, THE STAFF OF WILLIAM M. Stewart School,[1] are attempting to improve our ways of working with four hundred pupils, who range from five-year-olds in the kindergarten to youngsters of fourteen and fifteen in the ninth grade. We desire to develop within our pupils insight and appreciation of the motives and needs of others, to help them face their own personal problems, and to help them find ways of handling these problems. We desire to help our pupils accept the differences in people's needs, abilities, and ways of behaving.

This job of human relations is as ancient as time and as new as today. It is a task in which individuals are involved from birth to death. We know that attitudes are acquired—that ways of behaving are learned through the experiences each person has. Because we believe that it is important to help children with the problem of human relations, we attempt to work through our situations of daily living with consideration for the feelings, needs, and point of view of each person involved. We are, herewith, presenting several stories that show us at work. In reviewing our work for this magazine, we have hoped to learn more about the job of helping children with their human relations problems.

Individuals Have Special Needs

Morning after morning, Mary Ann came to our first grade tardy. Her lateness ranged from fifteen to forty minutes, much to the disgust of her classmates. Sometimes they thought she should be kept after school or, perhaps, not sit with them at juice time. Some recognition of her failure to conform to the time schedule had become necessary for the boys and girls.

The teacher sensed something must be done about it. She could not continue to accept Mary Ann's tardiness without explanation to the group; therefore, she asked the children, quite casually, to make pictures of their families and to be very sure to put everyone in the picture. Later the children showed the pictures and named each member of the family.

Several boys and girls had a younger brother or sister. Three had two younger than themselves. Mary Ann's picture showed five. The children listened eagerly as she told of the twin brothers who were in kindergarten, of a sister who

[1] Erven Brundage, Roald F. Campbell, Will L. Clegg, Ellen E. Crooks, Nanon Croxall, Frances G. Davis, Ruby J. Fletcher, Ariel V. Frederick, Harvey E. Gardner, Melba Glade, Rita Hagerman, Walter Hahn, Heber Hall, Ruth K. Hammond, Clifford L. Hatch, Clara Hawks, L. Edwin Hirschi, Marie M. Hughes, Maurice A. Jones, Ruth Kuhlman, Dale McAllister, Venise Robison, Delbert W. Smedley, Rebecca Snow.

vent to another school because there vas not room in this school, of another brother who was not three, and the baby who had just learned to walk. Said the teacher, "There is a great deal to do in the morning, isn't there?" Some intimate details of the morning rush were being revealed, when Howard, always a good thinker, exclaimed, "I know why Mary Ann is late! All those kids and everyone getting dressed and eating breakfast."

Here was a new idea, another way of looking at Mary Ann's problem. Now it was easy to conclude that there were reasons for Mary Ann's tardiness that did not exist for others. Also, it became clear that Mary Ann could learn to do more things and do them faster as she grew older; accordingly, some time she would be old enough to get herself to school on time every single day. This conclusion was brought about without elaborating the fact of Mary Ann's father's remarriage with the consequent amalgamation of two families.

The understanding of Mary Ann's problem was shown in subsequent remarks. One day she came a few minutes tardy and Gordon said, "Gee, things must have gone good. Here is Mary Ann." Another time, Betty said, "Mary Ann sure hurried. She is just fifteen minutes late."

Another example: Ben, a seven-year-old, needed extra sugar and was permitted to eat his hard candies when he wished. The children were helped to recognize his *special* needs, thereby learning to leave his candy alone and to refrain from eating their own.

It was more difficult for a group of third-graders to understand why Henry was permitted to walk out of the classroom when he desired. The needs of this tense, upset, confused classmate could not be interpreted to them. They finally accepted the explanation that he was working through some personal problems that were very big—big enough for a grown man; and during the time he was doing it, he needed to be by himself.

The fact that Henry could leave at any time just by checking out and in with the principal broke up truancy and enabled him to stay in school during a period of grave personal crisis. It did more than that. It demonstrated to him that we cared about him and believed what he said when he asserted that he had periods when he couldn't stand school and really had to walk about by himself. We helped him find a legitimate way of doing what he thought he must. Now his need to leave school no longer exists.[2]

Yes, children (people) have different needs that cannot be met by inflexible conformity to what is commonly thought of as rules or standards; moreover, it is possible to meet these needs without disorganizing an entire group. Instead, the group develops an awareness of others that is a mark of social maturity.

There Is More Than One Good Way

There are other kinds of differences that children must learn to understand and to accept without value judgments. Most children are trained to believe that a certain thing is right and good, and that anything different is wrong and bad. They bring this attitude and way of reacting to all new experiences.

As their concepts of the realities of the world are enlarged through contacts with other people, they examine and reject the people and their different ways

[2] Henry's story is, of course, more complex than it appears here. His parents worked cooperatively to change some things within the home situation, and we learned to accept some of his special ways of looking at the world.

on the basis of this preconceived value judgment of good or bad. This way of reacting functions as a needless barrier between people.

A lunch table conversation of a group of eleven first-graders may serve as an example of the need of retraining for acceptance of new and different ways of doing things.

It was a day or two before Thanksgiving and the first-grade boys and girls were happily eating a favorite luncheon menu when Eleanor dropped a bombshell by declaring, "I can hardly wait until Thanksgiving. We are going to a restaurant to eat. We are going to Beau Brummel's."

There was silence for a moment to take in this important disclosure. Then Marjorie said, "You don't go to a restaurant on Thanksgiving. You go to your grandmother's." Allen asserted, "You don't go to your grandmother's. She and, oh, lots of aunts and uncles and everybody come to your house."

Betty, added emphatically, "You can't go to a restaurant. You are supposed to have a big dinner at home and have company."

The cry continued, "You can't go to a restaurant. That isn't Thanksgiving. Nobody does."

Poor Eleanor, reduced to tears, finally sought the aid of the lunchroom supervisor who reassured her by saying that she, too, was going to a restaurant for her Thanksgiving dinner.

The group then talked together about the plans each of their families had fo Thanksgiving Day—different foods, dif ferent combinations of guests, differen plans—all were interesting. There really was no one way to enjoy this specia American holiday.

Another homely incident demon strates children's acceptance of the usua and conventional and their tendency t reject the thing that is new and uncom mon. A second grade was making cla bowls to use as containers for pretty weeds and grasses found in fields and b the roadside. When the class examine the work of several members, adverse comments centered around a bowl made with its rolled rim punched with holes.

"That isn't right. The frog is in the bottom," stated John flatly.

"Sure is a funny way to do," said critical Ted. "Whoever heard of tha way?" giggled Sue.

The teacher spoke up, "It is a very in teresting idea and I like different ideas Let us see how many different ideas we really have." The clay bowls were looked at once more. Although most o them were quite similar, there were three or four that embodied original ideas and thus made the total more interesting

It is through the guidance given in countless situations that arise day by day that children can finally arrive at a genuine acceptance of differences as normal and interesting; thus, the many differences in customs and ways of in terpreting experiences within the com munity, nation, and world become assets rather than barriers.

Understanding Within the Child Society

Any child society develops its own values and code which must be met, at least in part, by every boy and girl who becomes a member of the group. For the children who cannot conform to the values and who do not recognize the code, there is heartache and disappoint ment.

There is more than that. The individ ual who is not accepted by his peer

group loses an opportunity to learn a variety of social skills that will be useful to him throughout his lifetime. Because of his rejection, he acquires a picture of himself as inferior, as someone who must have something wrong with him. Moreover, he grows up with *limited* experience, since interaction with others who have experiences different than his is almost non-existent.

The members of the group who do the rejecting without making an effort to understand the rejectees become insensitive to the feelings and needs of others. As members of a group identify more and more with one another, they become even more exclusive and critical of those who are not like themselves. They grow up without learning that there are reasons for the individual acting as he does and that any individual may be interesting and become valued when he is known.

The staff of William M. Stewart School recognizes that there are real limits to which adults can manipulate or affect the child society. We believe, however, that we can do more than we are doing. And we have found there are some things which can be done to help a group understand the person whom they reject; also, it is possible to help the rejected child recognize some of the values that the group holds as important. The story of Bradley illustrates one such attempt on our part.

We Study Bradley's Problem

Bradley was in the fourth grade when the teacher showed her concern. She reported to the principal, "Bradley slips into the library at physical education period. He says he doesn't like the class. The same thing is true of our play period. If he can find any excuse at all to stay in the room, he stays." This performance of Bradley's was significant since he was one of the four tallest and heaviest boys in the room.

His academic work was outstanding. However, his contributions in discussion were often not accepted by his group. When the teacher asked him for an answer or an explanation (he was always ready), she was conscious of a smirk on the faces of many of his classmates. It was apparent Bradley was openly rejected by his peers.

The teacher knew that he often waited until the others were gone before he went home. Later we learned that he took a roundabout way home to avoid his classmates. The reason why he was so rejected was something we could not discover easily.

Bradley dressed well and was never dirty. Others in the room dressed as well but none kept quite as clean. He played the violin in the school orchestra, the only boy who did. However, several boys played in the orchestra. These two things then could not quite be the cause.

Bradley tattled. He complained all too frequently that someone was picking on him. When those who picked on him were asked to make some explanation, they became remarkably uncommunicative. We knew there were factors operating that we had not discovered.

His Mother Writes a Letter

One morning Bradley entered the principal's office bearing a letter from his mother. With apparent excitement, he asked, as he gave the letter to the principal, "Shall I go get the kids? You got to do something now." The letter asked that Bradley be given protection on the way from school. Several boys and even girls were beating him up everyday. His clothing had been wet for two nights; his violin case broken.

The letter concluded with the statement that Bradley was a good boy and

the boys and girls who walked his way were not "fit" company for him. Was there a clue to the trouble in the word "fit?"

Bradley asked again, "Shall I get them?"

"No," the principal replied. "You tell me what happened; then I'll talk to the others." Bradley elaborated the tale of assault and interference with his personal activities. His peers were not nice and he could not play with the boys who acted the way they did.

Later in the day the principal talked with all the boys named in the letter; he also added two others who were named by the boys as members of the group. Three different conference periods were held, and each time the boys talked more freely about their feelings and gave their reasons for behaving as they did. At no time did they deny that they habitually roughed up Bradley. These were the reasons they gave for acting as they did.

"Bradley is a queer duck. He won't even say 'good morning.' Sometimes he goes into another room or the lavatory instead of speaking to us."

"He is a big sissy. He even lets girls push him down and he won't do a thing about it." (This proved to be a most serious thing to the nine- and ten-year-olds.)

"He promises us all kinds of things and then won't deliver. Right now he owes us 2045 milk tops."

The question was asked, "Where could he get the milk tops?"

"He can't, but why is he such a fool to promise?"

"That isn't all he owes us. Every single guy has money coming to him because he let Bradley up before he said 'uncle.'" The sum of money allegedly owed totaled several dollars.

Again the question was asked, "How do you figure Bradley could get the money?"

"Oh, he can't," was the cheerful reply. "But we got to pound some sense into him so he won't promise such things. He must be crazy."

"What's the matter with a big fellow like him always going with his mother? He can't even ride on the bus alone. There never was such a sissy."

Incident piled upon incident. Bradley's mother would not allow him to come into other youngsters' yards to play. They could go to see him, but he couldn't go to see them. Moreover, Bradley's mother thought that he was perfect. He never did anything wrong. She insisted he didn't swear and the boys heard him swear all the time. Their grievances against the mother were genuine from their point of view.

We Get the Boys Together

A next step in our working with the situation was bringing Bradley and the boys together. For a time it was close to bedlam as they hurled accusation after accusation at one another. A few judicious questions finally helped them to settle down and state each problem until all agreed on its essential features.

A few new things were disclosed. We learned that a soldier uncle greatly admired by Bradley had been in town for a few months. He worked where he could get large numbers of damaged milk tops for Bradley, who found them useful as a means of making contact with his classmates. Moreover, the uncle gave Bradley extra money so that for a short time Bradley could buy his way into the group. When the uncle left for a job in another city, Bradley lost his means of contacting his peers. In a vain attempt to hold their interest, he made outlandish promises which became a barrier to good relationships. Bradley stated frankly that he wanted to be like his uncle who didn't smoke, swear, or fight.

Under the pressure of the group, Bradley admitted to swearing. He said, "I have to swear. You make me so mad."

Others agreed that they swore when they became angry and, also, that they

swore to be big shots. The boys insisted that Bradley's mother should know that he swore so she wouldn't tell them all the time that he was a "good" boy and wouldn't swear as they did; therefore, he couldn't play with them.

"We would just like to talk with his mother," said Alfred, the leader of the group.

A second conference between Bradley and the boys focused upon the group's conception of him as a sissy. "Why do you let girls push you around?" Several such incidents were reviewed. To this accusation Bradley replied, "My mother won't allow me to hit a girl."

Another factor in his being a sissy was discussed. "Why must you always stay at home?" Bradley was asked. "Why can't you go to the show with us?" "Why can't you take the bus by yourself?"

To this last, Bradley responded vigorously, "I took the bus by myself before I ever went to school. I go to my grandmother's at Sandy [a town several miles from the city]. I have to change buses twice when I go there."

It was at this point that Bradley received unexpected support from a member of the group. "I've seen him when he got on the bus by himself," said Bill, a person important within the group. As they talked together about their bus trips, it was soon proved that Bradley's bus experiences were equal to any of the others.

It was with the explosion of the bus myth that constructive work became possible and the question of fighting could be re-examined. The unsportsmanlike conduct of the group when several of them jumped on him at once was a point that made the boys look unhappily at one another. The boys insisted, however, that Bradley had to learn sense and not promise things he could not deliver. The question was asked by the principal, "What did you do for Bradley when he could give you things? How did you treat him then?" This was a side of the issue they had not considered.

Other questions prompted further rethinking. "What are some of the things your mother doesn't want you to do?" "Do you want to please your mother?" The discussion of these questions was quieter and more thoughtful. Even though there was not so much talking, it was apparent that the boys were actively thinking about the problem posed. They remained adamant, however, on their stand that Bradley must fight like a man and not give up without being hurt. Secondly, he must not let girls push him down. The two girls in question were as big as any of the boys. Bill volunteered that, "Lucy and Irene could fight as good as any boy." It was agreed finally that just one member of the group would fight him each night and the others would see that it was a fair fight. The boys then drew slips to see in what order they would fight Bradley.

Another thing the boys wanted to do was to talk to Bradley's mother. They insisted that they had important things to tell her. The principal assured them that sometime they could talk with her.

Bradley's Parents Work With Us

Discussion now was over. Agreement as to action was reached. The principal now attempted to get Bradley's parents to accept the necessity for the fighting. The mother proved easier to convince than the father, who felt the principal could not be a lady and encourage fighting. In the end, there were only three fights because Bradley proved a better fighter, perhaps, than the boys thought. We believe, however, that the biggest factor in the cessation of the fighting,

was Bradley's acceptance of fighting and the boys' increased understanding of him.

It was about this time that the teacher made several extra moves to include Bradley with other children on special working committees. When classroom elections were held, he, for the first time in his school experience, became a class officer.

The day came when Bradley's mother consented to talk with the boys. When the principal informed the boys that they could talk with the mother, they were frightened and asked whether or not she [the principal] would stay with them.

The mother knew all the boys so that greetings were brief.

Said the principal, "Mrs. Black, these boys have something to say to you."

Quiet reigned for a few minutes; then Bill mustered enough courage to say, "We just want you to let Bradley come into our yards to play. We can't always go to yours." Bradley's mother assured them that for everytime they came to see Bradley, he could go to one of their houses.

Alfred then said abruptly, "You know Bradley swears. He isn't any better than we are." To this, Mrs. Black replied with a moralistic lecture, but, when pressed, admitted that Bradley sometimes swore although she hoped that he wouldn't. This admission appeared to satisfy the boys and the interview was over.

The story of Bradley is not concluded. He continues to have problems and to be less friendly than most of his peers; but, he is no longer persecuted and no longer completely rejected. Bradley, his parents, and the members of his school-neighborhood group have learned some important things about one another.

Recommendations From Our Experience

Make use of each situation that arises day by day to promote an understanding and acceptance of differences in people and their ways.

Become sensitive to the needs of each child and work with him in terms of his particular needs. Skill in separating whimsy from actual need can be developed.

Approach each situation with a non-punitive attitude. Punishment does not cure. It may drive feelings underground, but it does not build insight.

Treat feelings as facts. They are the dominant factor in most situations.

Hear and accept the story of each child regardless of the personal knowledge you have of the situation. Questions can be asked that will help the child evaluate his story and eventually change it. However, the first calm acceptance without accusation is an absolute necessity. We have learned, also, not to be too sure of our initial facts.

Take time to work through problems of human relationships. One conference may not be enough. Several may be required. Include at some time all parties concerned with the situation for face-to-face communications.

Take your time in arriving at the agreement or plan for handling the problem. Insight develops slowly and is the only effective basis for a plan. Sometimes no active plan is required. The understandings arrived at will function in the handling of subsequent problems.

On page 71 of the October 1950 issue, a photograph was marked "source unknown." We now know that we are indebted to the Des Moines, Iowa, Public Schools, N. D. McCombs, Superintendent.

By AMELIA TRAENKENSCHUH AND FLORENCE J. LIEBBE

High School Students Explore Teaching

"Now, I know I want to be a teacher . . ." A high school girl was discovering through actual experience exactly what the job of teaching consists of and she liked it. The authors tell us how teacher training is being incorporated into the high school curriculum in Rock Island, Illinois. Amelia Traenkenschuh is assistant superintendent of schools in charge of curriculum and director of the teacher training project, and Florence J. Liebbe is dean of senior high girls.

"I'M PROUD TO SAY I'M GOING TO BE A teacher. After a semester of practice teaching, I am more determined than ever to begin my training for a teaching career," wrote Betty, a high school senior, after a semester's experience in practice teaching in the Rock Island, Illinois, public schools.

An exploratory course in practice teaching to stimulate the interest of qualified students in teaching as a career, was first offered in the Senior High School, in January of 1950. It provided first-hand experiences in elementary and junior high school classrooms. A very real hope was to popularize teaching in the elementary grades. In no sense was the course designed as a professional teacher training program, but as an experimental project in which the students would meet actual classroom problems and grow in their understanding of younger children.

Getting Into the Swing

Selecting and scheduling senior students for the training course presented several problems. Only those best qualified were considered as candidates for the course because of its experimental nature. The students chosen were in the upper quarter of the class scholastically, were outstanding in leadership, gave evidence of fine character and showed a high degree of maturity. Of that group, only those whose graduation requirements had already been fulfilled were eligible. This limited the number to seven who participated in the project. The experiences of these students with the children, critic teachers, and director, justified giving a place to teacher training in the high school curriculum.

Credit was granted for the course. Two hours were scheduled—one for classroom activity and the other for transportation between schools. Although one hour each day was required for teaching, many of the girls spent the entire afternoon with "their" pupils. When the director of the teaching project explained that they need stay only an hour, one of the girls exclaimed, "Oh, my goodness, once you get there who would want to leave?"

Each student was assigned to three different levels of the school system below the senior high school, with a six week's experience with each group under the supervision of the critic teacher. Critic teachers and the director worked out plans for the activities in which the students were to participate. Such activities as teaching remedial reading and arithmetic groups requiring the attention of skillful teachers were not included in the assignment for the practice teacher.

Reports from the critic teachers and the practice teachers at the end of each six-week period became the basis of discussion for the hour of instruction scheduled each week for the director and the practice teachers. Educational topics

were presented and talked over. Some materials used were "Personal Growth Leaflets" published by the National Education Association, educational and popular magazines, and government pamphlets. Two books which were found to be helpful were *Merry Makes a Choice*[1] by Alma Heflin McCormick and *Fair Is the Morning*[2] by Loula Grace Erdman.

"You'll Get a Wonderful Feeling . . ."

"Teaching is exciting-" exclaimed Marilyn at the opening of one of the class sessions. "Why? Because we're working with human beings and human beings are different."

"It is important that children enjoy themselves if they are to learn," commented Arvalea. "Each child in the class has his own likes and dislikes, problems and abilities. If children are going to feel at home and enjoy their work, their special problems need to be understood by their teacher. Miss Raible takes a personal interest in each child and seems to understand each of them. The children feel this interest and put their confidence in their teacher and are ready to learn from her."

At the close of a term when the students reported their observations and told of their experiences with children, the discussion was always an enthusiastic one.

"Each afternoon I was welcomed with open arms by every child in the kindergarten class," said Betty. "I felt so at home there I could say quite casually, *my* kindergarten people did such and such today."

Janice had this to say about her experience in a kindergarten, "I did several things, such as reading stories and helping with handwork, but mostly I observed—and what a lot there was to observe. Few people realize what a kindergarten really is. True, it is to some extent a play school, but kindergarteners also have their work to do. They are learning to get along with others and to follow directions. I was amazed at the meaning behind the various games and activities."

"Questions!" burst forth Elizabeth who had been learning about children through her special talent in art. "How little children can think of so many questions to ask is beyond me! But I'll let you in on a little secret. You'll get a wonderful feeling when you can answer them in a way that the children will understand and look up at you with admiration."

Quiet Geraldine had this to offer. "I have learned that it doesn't take a loud voice and scolding to keep a class under control. If a teacher has gained the respect of her pupils, she can quiet them just by tapping her pencil."

"Speaking of discipline," commented Marilyn, "I observed Miss Lukens closely to learn how she kept such calm control over those first-graders. I believe I found the answer. She is kind, courteous, and respectful to the children, and they are the same to her."

Joan who had worked for six weeks with a socially maladjusted group offered, "So much depends on the teacher, doesn't it? I think I have never met a more understanding teacher and that is why she is so good in her field. I hope that I may become a teacher something like her."

Personal Growth for the Teacher

Some astute observations were made by critic teachers. One reported of a student, "She is developing a most commendable attitude essential for good teaching by looking within herself for the responsibility of certain reactions on

[1] Boston: Little Brown and Company, 1949
[2] New York: Longman's Green and Company, 1945

the part of the children. This growth is entirely due to her own initiative."

Another stated, "She was at once one with us. This was evidenced by the fact that from the first day the children would ask with eagerness, 'Is Miss Marilyn going to be with us today?' "

Elizabeth, who is short of stature but long on learning, told us after her three, six-week terms—first in intermediate, second with first-graders, and third with seventh-graders:

"You are probably wondering how a short teacher can grow. Well, she grows smarter and more experienced. She runs into new problems and learns how to deal with them. She tries her best to send her pupils on the right road to happiness and success."

It is obvious that these young practice teachers gained experience which helped them grow as they acquired poise and maturity in assuming responsibility in the classrooms of younger children. More importantly, they grew in their understanding of children and their needs, and learned to apply their own talents and imagination in meeting them. Significantly, this experience crystallized their ambitions to become teachers. The opportunity to teach before entering college made them positive of their life's profession.

Geraldine summarized the experience by telling us, "Now, I know I want to be a teacher. I often wondered if I were suited for it. Now I have found what I have been looking for, my place in the world of tomorrow."

Quest

By Frances Flanagan

A thousand butterflies glide through the air
And glisten and shine in the sun
A thousand butterflies glide through the air
But I cannot catch even one.

For when I am sure that the loveliest one there
Is flying quite close to my head
A butterfly golder and grander by far
Will come—and I'll chase it instead.

By JOHN H. TIBBETT

Through the THINKING Glass

Learning stimulates our thinking, and thinking helps us to understand. Increasing opportunities for this kind of growth is the purpose of the experience reported by John H. Tibbett, who at the time of this project was teaching at Agnes Russell Center, Teachers College, Columbia University. He is now teaching at the New Lincoln School in New York City.

"MR. TIBBETT, WE WENT UP TO MR. Preston's room and looked at their new mural. It is going to be beautiful." Ellen's face glowed with enthusiasm.

John suggested, "I think that we should visit different rooms more often."

Ed joined in with, "Yes, we should set aside some time every week to visit." Whereupon Rodney inquired into the purpose of such an activity.

Peggy answered, "But we would be doing more than visiting. We would be getting better acquainted with the children in the other classes."

Judy included, "Teachers too."

Carol suggested "working with other children." Susan wanted the "other children to work with us." As Rodney began to see promise in this activity, he wanted to see how other children especially the boys, "work together and get things done." Barbara was interested in finding out if there was any difference between "the way that the younger groups learn things and the way that we learn." Paquito would like "to know more about the other boys and girls."

My group of ten- eleven- and twelve-year-olds felt that it was important to know about some of the activities in other classrooms. They were experiencing an increasing awareness of the importance of others in their own learning. I encouraged this trend of thought and any activities which might provide opportunities for these children to better understand themselves and others.

Joe added this caution, "We had better find out if the other teachers and children would mind if we go-a-visiting."

Joe had a good point. I decided that it was best in this case for me to check with all of the staff. I found them very cooperative in their attitude toward our plan.

We decided that our plan would require a lot of thinking about ourselves and others, so we coined the title, "A Visit Through the Thinking Glass."

The Plan Unfolds

As our plan had been unfolding, I had placed suggestions on the blackboard just as they came from the children. Keeping this outline in mind, we developed the following structured plan of action.

Operation-Visit

Reason for Visits

Get better acquainted with other children in our school.

Get better acquainted with other teachers too.

Compare the way they work in different rooms.

Get some new ideas for ourselves.

Give other groups some ideas too.

Learn how to share ideas.

Work with others.

Look at ourselves and see how we can improve.

Time of Visits

9-10 A.M. every Tuesday.

10-11 A.M. every Tuesday, write reports on what we have seen on our visit.

After the reports are written, join in group discussion of the day's visits.

Visiting Regulations

No one should visit the same group twice in succession.

A visiting chart will be posted for recording visits.

Choices will be in order of preferences.

Any disagreements will be settled by the class president.

No more than two or three may visit any one room at the same time.

Important Learning Begins

As our cooperative plan went into action, it was apparent that this was a very practical way for the children to grow in their understanding of one another's activities. The children were getting a new feeling about the children of other ages and some of their own behavior patterns. They were looking at the other boys and girls, and themselves, with a critical eye. Real thinking, insight, and comprehension of human behavior were taking place. They were looking at real learning situations through their own "Thinking Glass."

In organizing their reports the children were not just writing words; they were thinking, picturing, and viewing with all of the language skills at their command. Spelling, vocabulary, sentence sense, and action words were a necessity. They needed to be able to adjust quickly to new situations, to think about what was happening at the time of the visit in relation to what had happened before, and what might happen later. All this was necessary so that they could bring into our discussion group, the stories, the situations, and the opinions of each member of the group.

The boys and girls in the other groups were aware of our activities. Many exhibited more interest in their work because some member of our class was very much interested in them. Sibling relationships and understanding were improved as brothers and sisters from different classes worked together on the same interest. New friends were made. There were some re-evaluations of old acquaintances. The children were getting a "Thinking Glass View" of others.

Many new outlooks were developed in this activity. Judy's reaction was, "The children in the nursery are very well behaved, except when they were playing and did not get the toy that they wanted. I tried to tell them that it's fun to share. I think they caught on when we were playing with the blocks." Judy concludes, "I enjoyed playing with them. We work better as a group than they do. I thought it was a learning experience for me and for them because it told me how they behaved, and I helped them in their work."

When Judy visited an intermediate group, she reported, "Foster and some of the girls started fighting. The girls won the fight. I think they could get work done if they would learn to work with others."

Let's take just one more quick look at Judy as she is in the midst of a primary group. "I went over to listen to some records. Some of the children asked me if I could play the piano. I told them that I could. They all gathered around while I played for them. I was glad that they wanted me to play. I now feel that I know some of them better."

Judy is learning to understand others through the active association and viewing of children and adults right in her own school. Can she take her understanding home, into the community, to camp and wherever she goes? I think she can. She is learning to understand others by a practical approach that she helped develop.

Experiences With Others

Now let's take a look through the "Thinking Glass" with our eleven-year-old friend Bobby. He reported after visiting a primary group, "The boys worked with me, and we painted their boats. I thought that it would be easy to paint better than they because they were smaller than I, but a little boy painted the nicest of all. I was surprised, but I was glad that he knew how to do a good job."

Bobby reports, after visiting the intermediate group who were listening to records, "It is fun to listen to records, but you should get some learning out of it. The other pupils and I talked this over and decided that learning is important even when you are listening to records."

We can begin to see how Bobby is viewing others as he walks into a primary group. He tells us, "Everybody was reading comics; so I started to read them too. I don't think that the children were learning as much as they could. I realize that if you are going to learn you have to work at it."

Bobby, you may or may not be right. At least you are finding out what other children like to do. Certainly you are seeing others in different situations, thinking about the things that others are doing, and making some pretty important decisions for yourself. This may be one reason you have found growing up a little easier this year.

Peggy reported, "As soon as Lynn and I went into the six- and seven-year-old group today, the pupils began asking us to help them. I helped Billy cut newspapers, and also helped him make a spelling list. My sister and I worked to improve her writing. One boy was always picking on the girls. I didn't like him."

Peggy made up her own mind as she said, "I found out that this teacher wants the pupils to think more than anything else."

The important emphasis on comprehensive thinking in her own classroom sharpened Peggy's observations and understanding of herself and others.

Peggy reported after a visit to the pre-school group, "We arranged the children in a circle, and the teacher began discussing a girl who was coming back from a three-week trip. All but one child disliked her. The children said that they hated her because she hit them and yelled aloud in class. Carol, a classmate of mine, says that she knows the little girl and she is smart and cute but doesn't get along with children."

Peggy wants to help and thinks that Carol should be nice to the little girl.

Peggy liked to visit the lower age groups. She developed her sense of responsibility to a marked degree during her visit.

Let us take one more look as she accompanies a primary class to the small gym on the second floor. Peggy comments, "If you were to compare the first grade with the kindergarten you would find the kindergarten very mature for their age. When these children grow older, they will be more mature or else they will not get along with other people. I am much older than these children and I think that I see more of their point of view, now that I have visited them in their room."

Yes, Peggy, you are aware of the importance of understanding others. You are seeing the way of life as full of experiences with other people. Some people you will like, some you will not like, but you are finding new ways of viewing the wide scope of human relations. You indeed have a better basis

with which to appraise your brand of thinking.

Practical Understanding

Paquito, another member of the class, observed in a primary group, "Sometimes they fight, cry, and play. They will grow up and learn to get along with other citizens."

Ed said, "I have come to the conclusion that small children can be cooperative."

Bessie Sue was confident in her statement, "I know more than they do. I can do my own thinking." She also included, "I think classes should do this more often."

David demonstrated "how to use the bolts to hold the blocks together."

Carol added, "There were some disagreements, but they weren't thinking, or they would have seen that they were silly to argue over such little things."

John contributed, "They took a lot of falls and spills, but they didn't cry."

Susan reported, "They liked to have me read to them."

Lynn related, "I finally convinced the children that it is nice to share. We have learned that even nations have to share." She went on to inquire, "I wonder why being older helps us to learn more things and be more mature?"

Rodney, the class president, summed up the group's thinking, "We have to work together to really get something done."

So it is that the boys and girls in this modern school were learning how to understand others in a very practical way. They were the ones who recognized the importance of the problem. They were the ones who planned and executed this activity. They worked in close cooperation with all of the other children and staff members in the school.

Their feelings of satisfaction, achievement, self-worth, and a new "know how" concerning their human relations may be the basis for improved skill and statesmanship when these youngsters assume the responsibilities of mature American citizens.

To Sum Up

Further values of this experience might be summarized as follows:

The teacher of the visiting group has a new opportunity to look for individual and group needs.

Other teachers learn more about their pupils by observing the way they work with children of a different age group.

The teachers concerned with the experience become better acquainted with the other children in the school.

The children of the visiting group see the curriculum in other classrooms and on other age levels.

An increasing awareness of how others work together is developed by all of the children participating in the experience.

Pupils gain new insight into individual and group differences.

Better administrative staff and pupil understanding and cooperation is developed.

If we want to meet our children's needs and give them the opportunity to make a better adjustment in society, more practical efforts should be devoted to inter-group experiences.

It is important to give children specific opportunities to work and plan with others. The teacher should encourage this vein of thinking in the classroom.

Plans should include maximum pupil-teacher cooperation and insight. This should be coupled with a continuous evaluation of the pupil's growth. The results of this type of activity make important contributions to the pupils' understanding of themselves in relation to others.

By JUDITH EHRE KRANES

WHEN DOORS ARE CLOSED

Open doors are invitations to learning and understanding. Where doors are barred, misunderstanding and prejudice abound. If you, like this author, had childhood school experiences discouraging to questions and first-hand investigation, you will appreciate her story and share her enthusiasm for current "open door" policies in education. Judith Ehre Kranes now teaches at The Little Red School House, New York.

WE WATCH OUR FOUR-YEAR-OLD GROUP as it goes about exploring our school building, from the inner regions of the basement to the roof above. As these children open all the doors they see, I think of my own childhood, during which I must have sought answers to the same mysteries which puzzle the youngsters who often question me today.

I know the doors these fours open symbolize much that is important. They are eyes that are being opened. They lead to strange things that children can fear until they are felt and understood. They are doors to adventure. They are questions and answers. They are important first keys to understanding and digesting the huge world surrounding these growing people.

Whether it is the world of these fours, or the somewhat larger world of the sixes as they explore the bigger horizon of the city and see how it keeps house for them in their visits to the fire department, sanitation department, and other city offices or whether it is the world of our tens visiting a synagogue where they can better learn about people who may be different from themselves: or the groups that go to June camp where they can follow water from the mountains to the tap, milk from the cow to their glasses, vegetables from the soil to their table. these experiences are all doors to an ever enlarging world. Through them, they shall learn to feel at home, comfortable, and friendly. They shall understand the universe that surrounds them.

No Questions Asked

When I was young, many of these doors were closed. . . . The city of my childhood was, I think, extraordinarily beautiful. Nowhere else, either in smaller towns or in cities comparable in size. have I seen streets and houses better honored by the maple, the oak. In fact, in summer, the entire life, except in the business sections, takes place under a green umbrella; and in winter, the network of growth serves as a kind of lattice structure for the frequent snow.

Whatever the season, one of my few lovely memories of school was the walk back and forth each day. Each season was a different adventure. But it was years before I was to realize my interest in the trees I walked under, the birds I saw, or the flowers I passed. Not that my school was built behind a concrete wall outside of this happy creation. Quite the contrary. Indeed, I doubt if schools anywhere were located with better care. The buildings themselves were handsome, functional, and probably far ahead of their time in meeting the child's needs.

As a child of six—this was about 1916—I attended my first grade class in an impressive, new building. I can still recall the smell, its cleanness, and its order.

The thing that interested me most from my desk was the first electric clock

I ever saw. Very quickly I learned it had no beat like ours at home. I never saw anyone wind it, and I knew no one did. That clock was a magic instrument. Nothing that my teacher said was so important or interesting. I would examine its silent message with my eyes as I know now the other children did with the same natural curiosity. But we didn't ask our teacher about it for our young minds were already trained to taking orders. One didn't learn then by asking questions.

In the classrooms, there were coat closets with sliding doors—neat, small rooms that held some ten coats in each. One wall of the room was lined with these lockers. Sliding the doors at the beginning or end of the day was a privilege that came with being bright in one's studies or good in one's conduct. Touching them otherwise was forbidden. I wondered what secret made them disappear into the wall, but soon their magic and luxury were accepted as part of my destiny.

In this same school too, I saw my first steam radiators painted in beautiful bright silver. All through the long, dark winter months, they sputtered and sizzled comfortingly. One's natural intelligence defined their particular function soon enough. But who put the fire in them? Where was the coal?

Not that I hadn't seen the wide staircase at the right of the first floor leading into the basement. But there was a confusion here. Even in the kindergarten, we had known that that was where the bad boys were taken to be spanked, not often, to be sure. And if it was dark, like our cellar at home, it was to be doubly feared. For if a child does not know what is in a dark room, if everything in it remains a mystery, he will most probably be scared—even into adulthood.

Book Trains and Real Trains

A few years later, when I was eight or nine, we studied the world in between the light brown covers of a large geography textbook. We were reading about commerce, or transportation, or shipping—I can't remember the exact title at the side of the paragraph. But my memory still houses the picture of the train, and the man standing beside the shining car in his clean overalls carrying a lunch pail.

We knew several streets where we could walk down and meet the railroad track or a freight yard. We used to watch freight loaded and the men working in the yards. The place was full of smoke, soot, and excitement. The men, many of whom spoke with accent or in foreign tongue, were sweaty, and their overalls were covered with grease. Busy as they were hauling, carting, or oiling the engines, one of them usually spoke.

Though not far removed from Europe ourselves, we were uncomfortable when near these foreigners. But fascinated, we watched them from the distance.

We would try to guess what was in the crates being loaded and to what strange lands their journeys would carry them. We'd play games with the names of the railroads on the sides of the cars, and we'd count the trains. We knew it was time to go home when the whistle blew and the men gathered their lunch pails.

Never at any time in our discoveries during this play did I connect my geography picture of the train or the lines we read on commerce with these experiences.

Textbook Industries

In the same book, with great pride, I saw the name of my city standing up in large capitals beside headings I cannot

exactly remember; usually, one or possibly two paragraphs explained each subject. My city, it was pointed out, was the great *flower* and *flour* city. I had seen many yards filled with flowers; so that part made sense to me. (Much later, I saw the huge nurseries on the outskirts.) As for the flour, I had never seen that grow! (Most of us were as ignorant of the surrounding farm country as children in much larger cities.)

There was a line or two about the river that flows through the heart of the city. I don't know how old I was before I realized that the falls so familiar to us all was the same one pictured in my text.

I remember, too, that there were many important industries listed. We, as children, were learning about our second home, the city we were growing up in. Yet, we might just as well have been reading about China.

The only meaningful part for me was one of the lines under INDUSTRIES about "us" as a great clothing center. For that meaning, however, neither my geography nor my teacher was responsible. My father had been connected with the clothing center. This, then, was real and warm and important. Here was the only interest I felt in the entire text.

To be sure, I had seen other workers about the city and among my friends' parents. There were clerks, shopkeepers, factory workers, a detective, a musician, and others who helped keep my city moving. But live people like these, my text did not mention; and for far too many years I was unaware of their importance. And if these people looked dirty, or spoke a tongue different from mine, especially if they were foreigners, they were both inferior, and to be suspected. What I saw with my eyes had no place in the respected text our teacher had us read aloud line by line.

In addition, I came from a home that placed book learning above all. Gradually, my ignorance (always tainted with suspicion, or fear) built itself into a neat hill of prejudice and superiority on top of which I sat.

Every year of our school life, Lincoln's birthday was stressed. No teacher ever omitted the fact that he "freed the slaves." Many years later, after I had moved from my birthplace and returned for a visit, I learned that a statue which I had seen frequently as a child was the the figure of Frederick Douglass, one of the outstanding people in the abolitionist movement.

As a teacher, years afterward, I read how this city of my early childhood was one of the main centers for the "underground railroad to freedom." Harriet Tubman, the *Moses* of the movement, had visited there.

Had any one of our teachers thought to take us out to try and trace an artery of that thrilling underground railroad, or showed us one of the spots where Douglass had lived (perhaps his house is still standing), or told the story of Harriet Tubman and her urgent visit, we'd have learned more about Mr. Lincoln and his times than the sum total taught me by my entire school life.

Questions Mean Learning

For a variety of reasons, I chose teaching as a career. This began some seven years after I left public school. Once I had to ask something of the sixth-grade teacher in a school where I had a substitute job. The building, again, happened to be new. It had installed in it the first speaking system I had ever seen.

Before the opening bell, while we were speaking to each other, one of the pupils came up, excused himself, and asked the teacher where the speaking

system was talked into. (It reminded me of my early coat-closet doors.) He didn't ask to see the microphone, and I suppose he never dreamed that he might talk into it. The question seemed to irritate her. She told the boy to pay more attention to his studies and to go to his desk.

I don't believe that science was taught in the elementary grades then. But one needn't give it a name. Just imagine the immense possibilities (even for the teacher) in seeking out the microphone, learning about its "pipe lines," and visiting the radio company that had installed the speaking system.

Education for children must be real and alive. It must be fitted to the child's needs. Books are only a part of good education, and for the young child, a small part. In the later elementary years they need to be used wisely, fitted to each age level and used with related experiences so that children can make some identification. Otherwise, the books remain dead, or a complete escape.

For too many people, learning took place in a room of closed doors. Is it any wonder that so many of us grew up to be passive adults, unable to find the key to larger experiences; or, finding the key, remained confused and uncertain before new roads ahead?

An Invitation

SEATTLE'S GATES ARE WIDE OPEN TO RECEIVE WAYFARERS FROM NEAR and far. Stationed at a crossroads, its hand of welcome reaches East, West, North and South. Although the privilege of extending hospitality is compensation enough, a rich and abiding reward is the friendship of its guests.

The Association for Childhood Education International will be many times welcome as its members rally in Seattle for its annual study conference from March 26-30, 1951. Formal deliberations as well as personal exchanges will add greatly to the skills and convictions of hosts and guests alike. A sobering sense of responsibility will deepen the joy stemming from a common service to childhood. No comradeship could be more refreshing or satisfying than the comradeship of those who love children.

We bid you come. We shall bid you welcome. As we bid you goodbye it shall be the goodbye of those who have shared the mountain top with you and like you are returning to their tasks in the valley below.—SAMUEL E. FLEMING, *superintendent of schools, Seattle, Washington.*

News and REVIEWS . . .

News HERE and THERE . . .

By MARY E. LEEPER

New ACE Branches

Tucson Association for Childhood Education, Arizona
Aurora Association for Childhood Education, Colorado

Alma Katherine Bernhardt

Alma Katherine Bernhardt, of Newark, New Jersey, passed away on September 19, 1950. For many years Miss Bernhardt successfully guided the kindergarten and nursery school of the Prospect Hill Country Day School. She has been an active and valued worker for many years in both the Newark ACE and the New Jersey ACE.

Miss Bernhardt will be greatly missed by teachers, children, and parents of Newark who found her a generous and helpful friend.

Recent ACEI Bulletins

Using What We Know for Children in the School, the Home, the Community: This bulletin gives the highlights of the 1950 ACEI Study Conference held in Asheville, North Carolina, April 1950. Addresses are reviewed, study-group discussions are summarized, forums and business sessions are reported. This bulletin has been mailed to all international members, presidents of branches, and conference registrants. Others may order it from ACEI headquarters, 1200 Fifteenth Street, N.W., Washington 5, D. C. Pp. 40. $1.

Bibliography of Books for Children: This 1950 edition of ACEI's *Bibliography of Books for Children* lists more than a thousand titles of carefully selected books for children two to twelve years of age. Books are classified according to content into such categories as adventure, biography, classics, humorous, regional, science.

Annotations, age classification, author, and publisher indices make the bulletin a valuable source of information to parents and teachers. Order from ACEI headquarters, 1200 Fifteenth Street, N.W., Washington 5, D. C. Pp. 120. $1. Lots of 25 or more, 90c.

Conference of Southern Leaders in Childhood Education

The Second Conference of Southern Leaders in Childhood Education brought together two hundred fifty-two representatives of seventeen lay and professional organizations from fourteen southern states. The conference was held on the campus of George Peabody College for Teachers, Nashville, Tennessee, June 21-23. The theme, "Working Together for Children," emphasized the conference purpose which was to unify and coordinate the efforts of many groups into a program of action for the improvement of educational opportunities for children.

Background material was presented at the general session. In discussion groups special areas were considered and ways of solving problems developed. State meetings on the last afternoon were of great importance. Recommendations of the discussion groups were considered in relation to the possible action local communities and the state could undertake.

An evaluation session was held following the conference and it was decided a third such meeting should be held in 1951.

Of Interest to Intermediate Teachers

ACEI's Intermediate Committee for 1949-50, Merle Gray, chairman, has prepared an annotated *Bibliography of Films of Interest to Teachers of Intermediate Grades.* This four-page mimeographed list may be secured by sending an addressed stamped envelope to ACEI headquarters, 1200 Fifteenth St., N.W., Washington 5, D. C.

Children's Book Program

CARE announces that a children's book program will be inaugurated this fall. The purpose is: to help increase both international understanding and an understanding of America through books; to open additional contacts between groups of children in the United States and in other countries; to provide interesting reading opportunities for young people who are learning English as a second language.

These gifts of children's books will be sent

to institutions for children in the countries in which CARE operates. For details of the program write to CARE, 20 Broad Street, New York 5, New York.

Resource List Available

Leonard S. Kenworthy announces the availability of a list of materials called, *Developing World-minded Children—Resources for the Elementary School Teacher.* In the twenty mimeographed pages are listed books, pamphlets, articles, sources of materials about many countries. These materials include films, slides, recordings, maps, pictures and flags. Order from Leonard S. Kenworthy, Department of Education, Brooklyn College, Brooklyn 10, New York. Price, 20c.

Clinic on Teacher Education

Current needs in teacher education prompted the Council on Cooperation in Teacher Education of the American Council on Education, Washington, D. C., to ask Michigan to be host to a second national clinic on teacher education. This clinic was held October 8-13, 1950. The purpose of the clinic was:

To observe critically how a state system of education attempts to improve its program of teacher education

To study the current programs of teacher education within the several states

To evaluate teacher education to the end that the clinic may contribute generally to the improvement of teacher education programs

World Organization for Early Childhood Education Meets in Vienna

The World Organization for Early Childhood Education held its third annual meeting in Vienna, Austria, August 14-21, 1950. Viola Theman of Northwestern University, Evanston, Illinois, attended as the official representative of the United States. Miss Theman was recommended to the Department of State by the Committee on Public Education of the National Commission for UNESCO.

The next meeting of the World Organization for Early Childhood Education will be held in Mexico in 1952.

Tenth Pan American Child Congress

The Tenth Pan American Child Congress will be held at Bogota, Colombia, in 1952. The government of Colombia will set the date. The purpose of the congress is to exchange ideas and experiences regarding services for children in the fields of health, education, and welfare.

International Union for Child Welfare

Thirty years ago, just after the end of World War I, a group of people concerned for children gathered in Geneva. Miss Eglantyne Jebb presented to the gathering a simple but tremendous task—that of bringing food and hope to the children of Europe. Out of the meeting came the Save the Children International Union, the predecessor of the International Union for Child Welfare.

After World War I, children in thirty countries learned to know at firsthand the International Union. During World War II, the Union and its member organizations intensified their actions, helping children in thirty-one countries. More than forty million dollars was spent in this vital task. The guiding theme behind the organization and its successor was the Declaration of the Rights of the Child, which it formulated early in its history.

Four years ago, the work of the Save the Children International Union was merged with that of another organization and the result was the International Union for Child Welfare, a non-governmental body that is cooperating with the United Nations and several of its specialized agencies, including UNESCO. Headquarters are maintained in Geneva, Switzerland.

Denmark

Denmark's first international school, "The Bernadotte School," was inaugurated in Copenhagen on August 15, 1949. It has begun with two nursery-infant classes for children from five to six years of age, and two classes, corresponding to the first four classes of the primary school, for children from six to ten. As soon as circumstances permit, the nursery-infant section will be extended so as to take children from two and a half years of age; the primary section will take children up to fourteen years of age; and a secondary section for children up to eighteen will be added. The school is co-educational, encourages group work, and is open to pupils of all nationalities without distinction of race, religion or social standing. Exchanges of pupils, teachers, teaching materials and ideas are to be arranged with similar schools in England and the United States.

Planning for the

ACEI Annual Study Conference

in Seattle, Washington, March 26-30, 1951

Executive Committee of Seattle Conference Committee

The Executive Committee in Seattle plans for the 1951 ACEI Study Conference. From left to right:

HELEN IRENE WILLIAMS, *president of Seattle ACE,* kindergarten teacher, Lowell School;

ELIZABETH NETERER, *co-chairman,* principal, Hawthorne School;

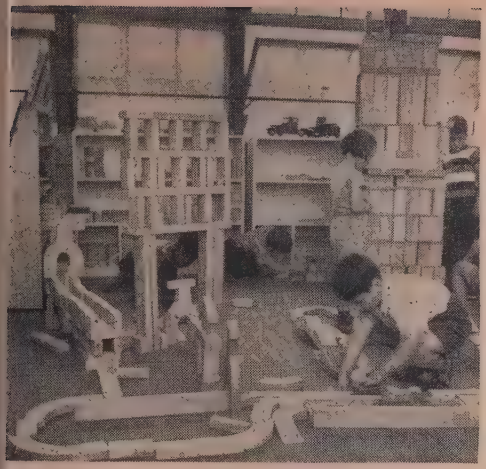
SAMUEL E. FLEMING, superintendent of Seattle public schools;

DOROTHEA JACKSON, *chairman,* director of elementary education;

KENNETH E. SELBY, assistant superintendent in charge of Seattle elementary schools;

IVA SCHLATTER, first grade teacher, John B. Allen School.

Tentative program and registration forms will appear in the January issue of CHILDHOOD EDUCATION. Extra copies may be ordered from ACEI Headquarters, 1200 Fifteenth St., N.W., Washington 5, D. C.



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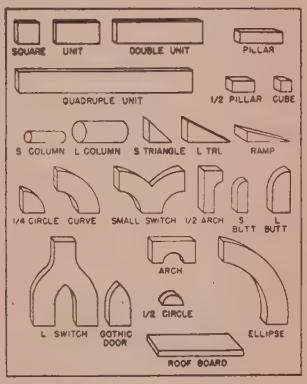

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Books for CHILDREN . . .

Editor, LELAND B. JACOBS

When the Christmas stocking bulges with delights to charm the children, certainly new books should be among the prized possessions. But only fine books, for Christmas is no time for anything less than the best that can possibly be shared with boys and girls. And when is a Christmas book fine? When its content has fresh vitality and integrity. When its illustrations are exquisitely one with the content. When the book-making catches the spirit of the thought that the book as a whole would convey. When the child exclaims, "Oh, a wonderful new book for Christmas!"

WHO DREAMS OF CHEESE? *By Leonard Weisgard. Illustrated by the author. New York: Charles Scribner's Sons, 597 Fifth Ave., 1950. Pp. 32. $2.* This is a book to be savored and lived with, not one to be described. The writer has taken the stuff from which dreams are made—"lettuce and carrot" dreams, "bone" dreams, "sweet grass and warm earth" dreams, "bubble and shell" dreams, "cowboy" and "playhouse" dreams—and invites the reader to look inside asleepness.

Leonard Weisgard knows where young children live. He knows their love of animals and their ways. He knows their alertness to the world around them. He knows their enthusiasm for discovery. He knows their joy in being alive and active. He knows the ways they say things. He knows their needs, their loyalties, and their affections. Knowing all this, he paints—writes for them so gracefully that he needs no conventional plot or characters. Dreams are woven from the threads of daily living. Skillfully woven, dreams can say again that "life has loveliness to sell." Leonard Weisgard has, in *Who Dreams of Cheese,* proved himself to be a superb weaver of pleasant dreams.

THE CHRISTMAS FOREST. *By Louise Fatio. Illustrated by Roger Duvoisin. New York: Aladdin Books, 554 Madison Ave., 1950. Pp. 44. $1.25.* Before Santa Claus had delivered a single package, he ate the lunch which Mrs. Santa Claus had packed for him. Eating always made him sleepy, and so, on the edge of the forest, he dozed off. Fox discovered Santa's plight, called the animals of the forest together, and led in the delivery of all the packages in Santa's sleigh. What a relief it was to Santa Claus the next morning to find Fox's note written in the snow: "The Christmas packages have all been delivered into their respective chimneys."

There is always room for another jolly, lighthearted Santa Claus story, and Louise Fatio and Roger Duvoisin have created one in which text and picture together charmingly capture the typical American "Santa Claus" spirit. While their Santa Claus is the one conventionally accepted in the American home, he is also originally individual. And the true Christmas spirit of all the animals of the forest will delight the minds of children in the early-elementary grades.

THE SIZE OF IT. *By Ethel S. Berkley. Illustrated by Kathleen Elgin. New York: William R. Scott, Inc., 8 West 13th St., 1950. Pp. 22. $1.* Very young children are mathematically minded. They are not ordinarily numerical wizards, but they are continually concerned and curious about time, space, age, shape, size and the like. They constantly utilize, within the limits of their personal experiences, the measurements that man employs in his daily living. They seek out the meanings of the verbal symbols which adults use to designate quantitative relationships.

A few writers are beginning to comprehend the potentialities of children's natural interests in non-numerical mathematics. Such a writer is Helen S. Berkley. In this book she aims to help children expand their understandings of relationship words: big, little, long, short, tall, wide, narrow. She is careful to point out, with concrete examples, that all these relationships are relative. In other words, these terms are always used for some kind of comparison or contrast; they can never be absolutes.

Probably, in terms of criteria for high literary quality, this book would not measure up very well. It is, nevertheless, a worth-while book in that it demonstrates a faith that children can and do grasp important mathematical concepts at an early age. It takes the child where he is in his experience and makes that experience significant. It explores a field

(*Continued on page* 190)

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Books for CHILDREN

(*Continued from page* 188)

that needs to be futher developed as literature for children.

HOMER THE TORTOISE. *By Margaret J. Baker. Illustrated by Leo Bates. New York: Whittlesey House, 330 West 42nd St., 1950. Pp. 149. $2.* What happened when three sisters—Lettice, Mouse and Dulcibella—learned that Lettice's pet tortoise, Homer, not only could talk but was moreover a very well-educated, cultured, and ingenious character? Well, many unusual things happened. In particular, Homer shrewdly won a race; Homer capably helped Mouse with her spelling lesson; Homer cleverly outwitted some thieves and simultaneously saved a treasure and an old lady's candy shop.

To know this incredible Homer is a rare treat. He is, indeed, a unique creation. After having read this book, should one be confronted by a talking tortoise, he probably would not be too greatly surprised. Margaret Baker is to be congratulated for adding to the literature of great fun for children. Her deft and diverting admixture of realism and fancy is genuinely convincing. The book was written for boys and girls of about seven to eleven years of age, but adults who read this book aloud to children will be thoroughly amused and pleased by Homer, illustrious descendant of Aesop's famous tortoise.

COWBOYS, COWBOYS, COWBOYS. *Edited by Phyllis R. Fenner. Illustrated by Manning de V. Lee. New York: Franklin Watts, Inc., 285 Madison Ave., 1950. Pp. 287. $2.50.* In her introduction the editor of this collection of stories writes, "In these stories you will experience some of the things cowboys go through; stampedes, roundups, rodeos, horse drives, branding, riding bucking broncos, and catching wild horses. You'll see what a real fellow the cowboy is." Well, that's just what this collection of well-chosen stories is all about. This colorful character in American life—the cow-puncher, bronc buster, cowboy—is a "real fellow," working hard, riding fearlessly, and having fun too. Such is the impression the young reader will get from following cowboy trails throughout the pages of this book.

The book's content is well-arranged, coming to a satisfying climax in the last two stories. "Pecos Bill" by Anne Malcolmson is a tall-twister of a yarn about the great legendary cowboy hero. "His Spurs" by Will James is the straight-forward success story of how Sandy Bordel weighed defeat against victory and came back to be the Champion Bronc Rider of the World.

In "The Lone Cowboy," Will James writes, "And, for the past forty years it's been handed out by *desk-hounds* that the West and the cowboy is gone. That's good small-town boosting, but, like all boosting, very far from the truth." So long as there are stories like those in *Cowboys, Cowboys, Cowboys,* the West and the cowboy are still very much alive for modern American children.

ABRAHAM LINCOLN. *By Genevieve Foster. Illustrated by the author. New York: Charles Scribner's Sons, 597 Fifth Ave., 1950. Pp. 111. $2.* Briefly and with sympathetic understanding Genevieve Foster has traced in compact simplicity the story of one of America's most discussed presidents. This author has not added to the body of historical knowledge that has been collected about Lincoln nor has she made startling innovations in her techniques of telling his story from birth to death. But she has been skillfully selective in her understanding of what children will comprehend best about this man out of the nation's past. She has given him personality and vitality as a human being. She makes the reader feel deeply the struggles and the aspirations of a man who left his impact not only on the larger American public but also in the lives of many of the common people whom he knew and loved. Foster achieves a nice balance between Lincoln in historical perspective as a national figure and Lincoln, a man—a mid-westerner who knew toil, fun, and the personal problems of daily living in his times.

The author, in her sub-title, calls this "An Initial Biography." It is initial only in the sense that it will whet the reading appetite for more books about Abraham Lincoln. It is initial in that it is a book to accompany the D'Aulaire's *Abraham Lincoln,* and Meridel LeSueur's *Nancy Hanks of the Wilderness Road.* It is initial as a book which may well be for many children from the age of about nine upward the prelude to Carl Sandburg's *Abe Lincoln Grows Up* and *Prairie Years.*

Books for Teachers . . .

Editor, RUTH G. STRICKLAND

HOW TO HELP YOUR CHILD IN SCHOOL. *By Mary and Lawrence K. Frank. New York: Viking Press, 18 E. 48th St., 1950. Pp. 368. $2.95.* No one is better equipped to help parents and teachers with their joint enterprise, the education of children, than are Mary and Lawrence K. Frank. Not only are they recognized authorities in the field of child development, but they have six children of their own whom they have been actively watching and guiding. They have written this book "to give parents a picture of what studies of children's growth, their needs and their ways of learning mean in terms of child care and education in school and at home." They are deeply sensitive to the heavy demands that society places on both institutions and call attention throughout the book to the fact that the ideals of good parents and good teachers are the same as they relate to children.

The authors are convinced that parents need help to know what to expect from the school. They have tried to show that changes in the schools are not signs of poor teaching and poor planning but the result of the efforts of teachers to offer children more opportunities for sound learning which will continue throughout life. "Newer practices in schools," they say, "are based on the fact that learning is part of living and growing up." They seek to offer parents "the firm conviction that what the child does, sees and feels, in his home with his family, have far greater influence on his learning and his future life than drill in mathematics and spelling. Schools can help a child only in so far as his parents help him to be himself, to see himself as a good person, a capable person, a person who is worth while."

Several chapters of the book are devoted to clear and sympathetic sketches of the development that takes place in children between the early preschool years and the end of the elementary school. There are chapters on today's homes and the changing role which they are called upon to play in the lives of their children. Teachers will find these chap-

(*Continued on page* 192)

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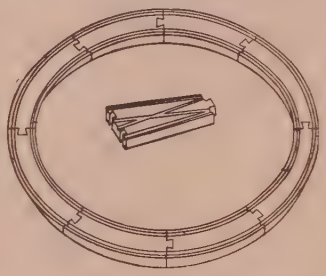

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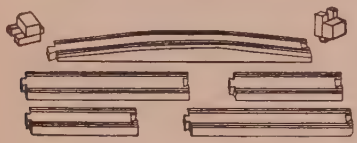

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Books FOR TEACHERS

(*Continued from page* 191)

ters particularly valuable in helping them to see the problems and the contribution of the home more objectively.

The Franks know the modern school and its goals and problems equally thoroughly. Their treatment of the problems of giving the child a good background in skills and knowledge, report cards, promotions, and all the other matters on which parent and school may disagree is thoughtful and constructive.

Here is a book which should be read by all teachers and prospective teachers and should be made available in the schools to be loaned to parents who need help. It is designed for wide, popular circulation. The book is illustrated with colored sketches and contains a selected bibliography for further reading.—R.G.S.

TEACHING CHILDREN MUSIC IN THE ELEMENTARY SCHOOL. *By Louise Kifer Myers. New York: Prentice-Hall, Inc., 70 Fifth Ave., 1950. Pp. 327. $3.75.* This book is based on the philosophy that music contributes to the physical, social, intellectual, and emotional growth of all elementary school children. The author directs particular attention to the planning of a music curriculum which will give all children an insight into the varied activities in music. The development of these activities—singing, listening, creating music, playing an instrument and rhythms—makes this book a valuable aid to all teachers in the elementary school.

It contains good suggestions for helping children to create their own music; although if a teacher with little initiative follows some of the specific directions given, the results will be anything but creative or original. Because of its sound philosophy, its development of teaching procedures and its presentation of material, this book could well be used as a required textbook in an elementary music methods class.

While it was written as a guide for teaching the different phases of music in the elementary school, *Teaching Children Music in the Elementary School* has much background information for the elementary classroom teachers and the music specialists as well as for the administrators of our public schools and for those who plan the curriculum for

the training of elementary and music teachers.

Suggestions based on the author's own observations are made for the qualifying and the training of the elementary and music teachers. It seems to the reviewer that this section of the book should have been printed separately and under a different title. Perhaps then the attention of the proper authorities could be focused on these fine suggestions.

Another section of this book is a very fine annotated bibliography. Excellent reference material on the background in music, guiding experiences in music, the elementary school program, and learning about children is listed. This section alone merits consideration of the complete book.—DOROTHY G. KELLEY, *assistant professor in music education, Indiana University, Bloomington.*

FAMILY LIVING. *By Evelyn Millis Duvall. New York: Macmillan Company, 60 Fifth Ave., 1950. Pp. 405. $2.60.* While this book is designed as a basal text for high school courses in Home and Family Living, Child Development and Guidance, and Homemaking, it has values for elementary school teachers as well. Mrs. Duvall has written the book for teenagers in a language which they will understand and appreciate. The book is illustrated by Mabel T. Woodbury with sketches that are lively and amusing and that show real understanding of the many situations which arise in the lives of young people who are growing up. It is a friendly and appealing book designed to help boys and girls understand themselves and how they got to be that way, the part played by the family in molding the individual, and what he can do for and about himself. There is guidance to understand and appreciate family living and also to see how the individual young person can improve his family.

The upper grade boys and girls interested in baby sitting might profit by group or individual attention to the unit on "Children in Your Life."

Teachers may have occasion to call the book to the attention of parents who are seeking guidance in understanding the needs and aspirations of their rather baffling modern youngsters.—R.G.S.

BABE IN A HOUSE. *By Mollie Stevens Smart. New York: Charles Scribner's Sons, 597 Fifth Ave., Pp. 210. $2.75.* This is a book about babies and their families. It is written to help inexperienced young people understand the job of being parents and the responsibility it entails to create a physical and psychological environment in which a child may develop wholesomely and well.

Mrs. Smart discusses the conservative, older methods of infant care as well as the most modern ones and then suggests a middle way which will be more satisfactory for many parents than either extreme. Her suggestions for preparation for the baby, preparation of an older child for the readjustment of thinking and living which he faces, and the place of grandparents in the life of the baby are particularly sensible and helpful.

The entire book is a practical facing of problems which must be considered and solved if the new baby and his family are to make the necessary adjustments and build the wholesome emotional relationships which are best for all concerned. Toys, equipment, sitters, discipline—everything that is important—are considered in a common sense manner which will be helpful to parents. The photographs in the book are attractive and well selected.—R.G.S.

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Bulletins and Pamphlets

Editor, CELIA BURNS STENDLER

HEALTH IN THE ELEMENTARY SCHOOL. *Twenty-ninth Yearbook. The National Elementary Principal. Vol. XXX, No. 1. Washington, D. C.: Bulletin of the Department of Elementary School Principals, National Education Association, 1201 Sixteenth St., N.W., September 1950. Pp. 383. $3.* This yearbook concerns itself with all phases of health—physical, emotional and mental—and attempts in various chapters to show how a school program can be geared to meeting children's health needs. A wide variety of topics—the school lunchroom, health services, playground activities, rest periods, handicapped children—is included and some excellent specific helps for teachers and principals given.

PRIORITIES IN HEALTH SERVICES FOR CHILDREN OF SCHOOL AGE. *Recommendations by a special committee appointed by the Federal Security Agency. Washington, 25, D. C.: Children's Bureau, Public Health Service, Office of Education, 1950. Pp. 24. Price not given.* As this bulletin points out, the quantity and quality of health services varies from place to place. In preparing this bulletin, the committee has set up priorities to be considered in the provision of health services, and has differentiated between school systems where a nurse is available and where one is not.

THREE TO SIX: YOUR CHILD STARTS TO SCHOOL. *By James L. Hymes, Jr. Public Affairs Pamphlet No. 163. New York, N. Y.: Public Affairs Committee, Inc., 22 East 38th St., 1950. Pp. 32. 20c.* A readable pamphlet for mothers which may help them to be less "pushy" where children's school progress is concerned.

(*Continued on page* 196)

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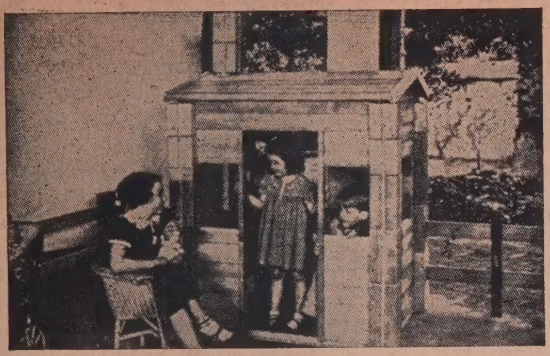

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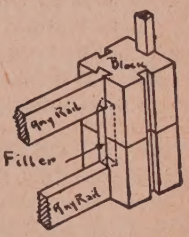

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(*Continued from page* 194)

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SELECTED LIST OF HUMAN RELATIONS FILMS. *By the Film Division of the American Jewish Committee. New York, N. Y. 386 Fourth Ave., 1950. Pp. 28. 15c.* The study of human relations is being recognized as an important phase of educational programs today. This catalogue defines the area very broadly. Films on United Nations, world trade, the atomic bomb and illiteracy as well as films on intergroup relation, mental health and juvenile delinquency are included because of their relationship to human behavior. Each film is annotated and recommendations for the age group for which it is suited are made.

INVENTORY OF RESEARCH IN RACIAL AND CULTURAL RELATIONS. *By the Committee on Education, Training and Research in Race Relations of the University of Chicago in cooperation with the American Council on Race Relations. Vol. 2, Bulletin No. 3. Chicago, Ill.: 4901 Ellis Ave., March 1950. Pp. 63. $1.* This bulletin is another in a series of publications on intergroup relations. The committee has compiled brief descriptions of over 400 projects in the area, including research papers, articles for journals and books. An index by topic is included.

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